

SOCIAL JUSTICE IN LEADERSHIP



STARTALK UCSB 2017

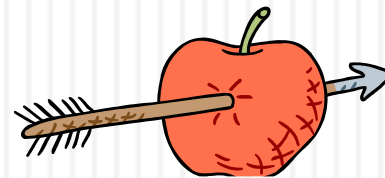
Helene Chan



Learner Targets

- I can apply the concepts of Social Justice to my leadership contacts.
- I can explain Global Competency and Interculturality.
- I can teach languages through different lenses of Social Justice.





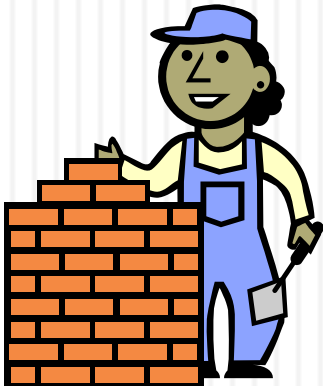
"Education is the most powerful
weapon which you can use to
change the world."

Nelson Mandela

Multicultural Education and Social Justice



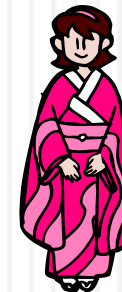
- A need to rectify inequalities in society at school
- Students will become more tolerant and agents of change



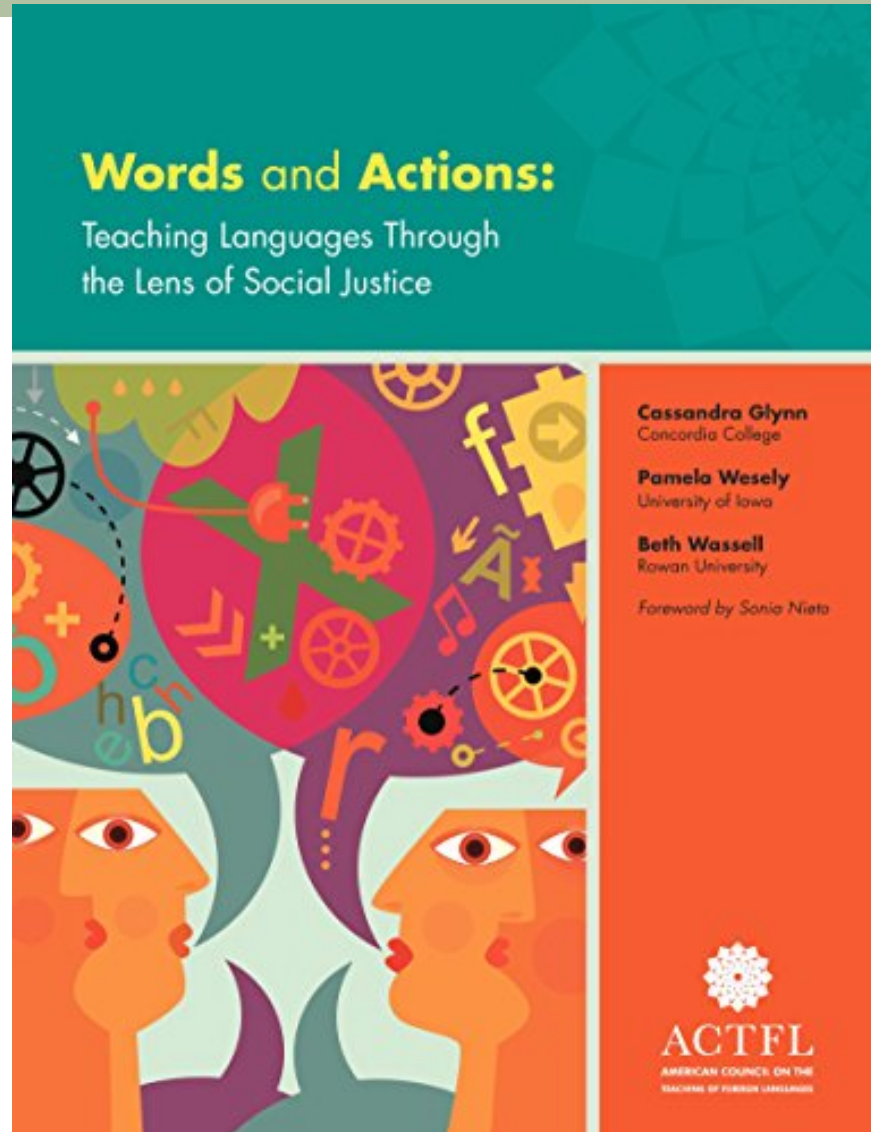
Our Social Justice Goals

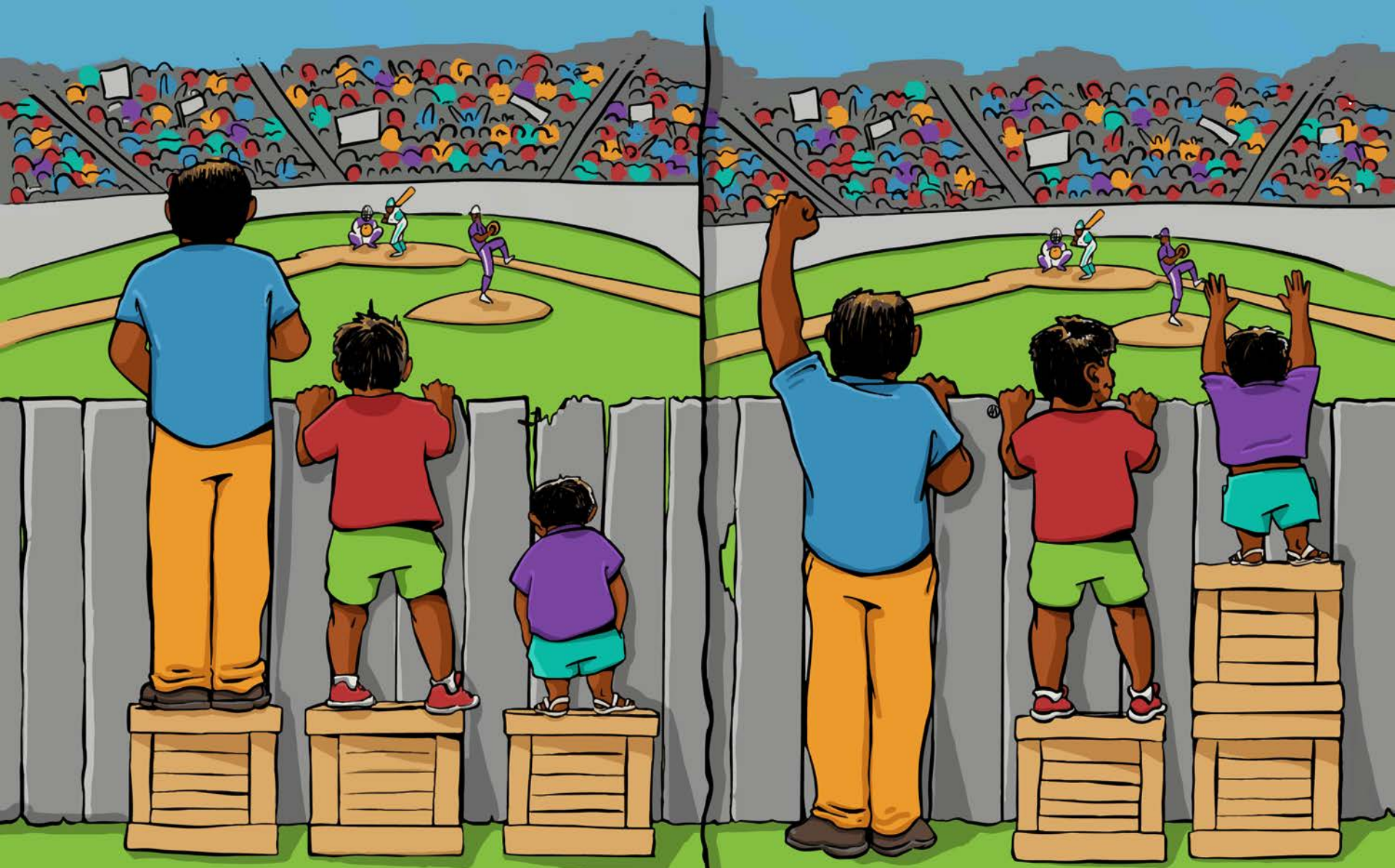


- Increase tolerance and respect for one another's cultures
- Close the educational achievement gap
- Recognize and promote recognition of inequities to empower our students so that they can empower those around them



Teaching Languages Through the Lens of Social Justice?





EQUALITY

EQUITY



What is Social Justice?

- Nieto (2008) “defines social justice as a *philosophy, an approach, and actions that embody treating all people with fairness, respect, dignity, and generosity.*”



Fair and equitable environment

- Accomplished teachers of world languages demonstrate their commitment to the principles of equity, strength through diversity and fairness. Teachers welcome diverse learners who represent our multiracial, multilingual, and multiethnic society, and create inclusive, caring, challenging, and stimulating classroom environments in which all students can actively learn.

Four components of Social Justice Education

- It *challenges, confronts, and disrupts* misconceptions, untruths, and stereotypes that lead to structural inequality and discrimination based on social and human differences.
- It provides *all students* with the resources necessary to learn to their full potential, including both material and emotional resources.

Four components of Social Justice Education

- It draws on the *talents and strengths* that students bring to their education.
- It creates a learning environment that promotes *critical thinking* and agency for social change.



Key Concepts

“If we are to teach for and about social justice, understanding what it looks, sounds and feels like is crucial” (Rahima Wade 207, p.4).

- Equality
- Equity
- Privilege

- Marginalization
- Oppression
- Dehumanization

Key Concepts

- **Equality** = equal access to funding, opportunity, resources, assistance.
- **Equity** = recognition of differences among students and appropriate differentiation for students.
- **Privilege** = advantages, favors, and benefits based on gender, race, class, sexual orientation, native language, and other identity markers.

Key Concepts

- **Marginalization** = process of relegating people to the “margins” of society and confining them to an inferior social position
- **Oppression** = unjust exertion of power over an group.
- **Dehumanization** (Freire, 1993) = the taking away of one’s humanity.



Link between Social Justice and WL

- Teaching for social justice helps us to move beyond teaching languages for pragmatic and instrumental purposes.
- **Global Competence:** “The ability to communicate with respect and cultural understanding in more than one language” ACTFL, 2014)



Link between Social Justice and WL

- **Intercultural Communicative Competence:** an individual can see relationship among different cultures and mediate among them (Byram, 2000).



Our categories of Social Justice Issues

- **Products:** Social justice issues that focus on access to and relationships with tangible and intangible resources.
- **Practices:** Social justice issues that arise from how people interact.
- **Perspectives:** Social justice issues stemming from attitudes and values.



How can we embrace diversity and incorporate issues of Social Justice into our classroom?

- Focus on larger essential questions (Wiggins and McTighe, 20015) or big ideas defined as “a concept, theme, or issue that gives meaning and connection to discrete facts and skills”
- What are some examples of big ideas or themes in world language classroom?



Essential Questions



- Beginning level “Who am I ?”
- ”Who are you?” or “What is my/your life like?”
- Higher levels of language development with
“How do we look at the world?” (Sandrock, 2002)
- “What do people eat what they do?” or
“How do our food choice impact our lives at
the lives of others?”



As you get started

- Embrace diversity by having broad multicultural representation in your classroom
- Create a safe learning environment
- Design as thematically as possible with essential questions



Thematic Planning

- Make instruction comprehensible
- Use of target language
- Rich context
- Natural setting
- Engaging activities
- Make connections



Sonia Nieto

- Need for social justice in public education.
- Social justice is firmly embedded in multicultural education, and teachers are encouraged to work for social change in their classrooms, schools, and communities.



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From surviving to thriving!

- Nieto (2009) teachers need collaborative relationships to nurture action from dispositions
 - ❖ Action 1: Learning about themselves
 - ❖ Action 2: Learning about their students
 - ❖ Action 3: Developing allies
- Actively engage in your professional development beyond survival



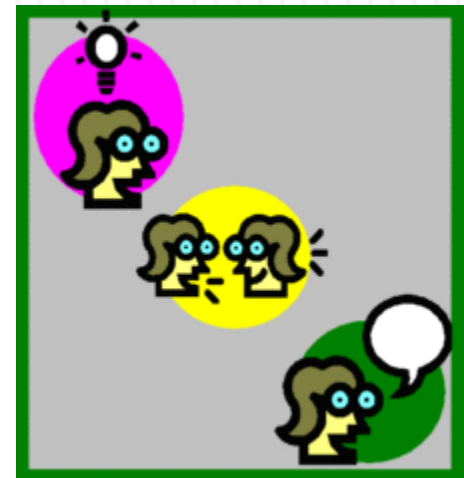
Circle Activity



Think – Pair – Share

Recall for a moment and share with the group:

- Did you encounter any social justice themes when you first began learning another language?
- What were those themes and how did they impact you?



References and resources

- Glynn, C., Wesely, P., and Wassell, B. (2014) ***Words and Actions: Teaching Language through the Lens of social Justice***. ACTFL.
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- Nieto, S., & Bode, P. (2008). ***Affirming diversity the sociopolitical context of multicultural education***. Boston: Pearson/Allyn and Bacon.
- Osborn, T. (2006). ***Teaching world languages for social justice: a sourcebook of principles and practices***. Mahwah, NJ : Lawrence Erlbaum.
- [Rethinking Schools](http://www.rethinkingschools.org/) <http://www.rethinkingschools.org/>
- [Teaching Tolerance](http://www.tolerance.org) <http://www.tolerance.org>
- Wiggins, G. P. & McTighe, J. (2005). ***Understanding by Design***. Alexandria, VA: Association for Supervision and Curriculum Development.